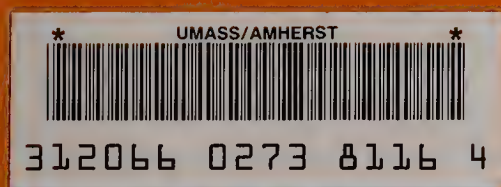


MASS. ED 56.2: G94



Chapter 71A  
Transitional  
Bilingual  
Education

***Guidelines***

***and***

***Program Models***

***in***

***The Education of Language Minority Students***

***In Massachusetts***

Massachusetts Department of Education  
**Bureau of Equity and Language Services**  
1385 Hancock Street  
Quincy, Massachusetts 02169

921/8

## MASSACHUSETTS BOARD OF EDUCATION

Mr. James F. Crain, Gloucester, Chairperson

Mr. John J. Gould, Boston

Dr. Jerome H. Grossman, Chestnut Hill

Mr. William K. Irwin, Jr., Wilmington

Martin S. Kaplan, Esq., Newton

Mr. S. Paul Reville, Worcester

Dr. Richard R. Rowe, Belmont

Ms. Theodora A. Sylvester, Springfield

Mrs. Frances M. Turner, South Egremont

Rev. Michael W. Walker, Brockton

Dr. Joan Wallace-Benjamin, Boston

Ms. Rhoda E. Schneider, Acting Commissioner, and  
Secretary to the Board of Education

Mr. John D. Cashman, ex officio Board Member

Paul G. Marks, ex officio Board Member, Chancellor, Higher Education  
Coordinating Council

Dr. Piedad Robertson, ex officio Board Member, Secretary of Education

### The Division of School Programs

Elizabeth Twomey, Associate Commissioner

Carole Thomson, Executive Director

### Edited by

James F. Keenan

### Developed by

Bureau of Equity and Language Services (BELS)

Gilman Hebert, Director

### Staff

Manuel Aguiar

Gretel Clark

Margaret Davis

Maureen Holliday

James Keenan

Larry Witty

Lurline Munoz-Bennett

Ray Nogueira

Maryann O'Brien

Jane Sherman

Barbara E. Sylva

Lucia Acobo

### Printed by

Rocco LoRusso, Mary Lydon, Photocopyists

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title IV and Title IX, or handicap, in compliance with Section 504

Pub.#16996 Approved by State Purchasing Agent, Philmore Anderson III, Nov. 1991

## ACKNOWLEDGMENTS

A work of this scope could not be generated without much collaboration among many people in the field of education for students whose first language is other than English. We wish to acknowledge the substantive contributions of the following individuals in the conception, planning, or writing of this document.

Olga Maia Amaral  
Maria Estela Brisk  
Arlene Dannenberg  
Frances M. de la Fuente  
Kelly A. Grant  
David Groesbeck  
James F. Keenan, Jr.  
Diana Lam  
Francine Lampros-Klein  
Ann O'Donnell  
Starr Pipilas

Kay Polga  
Marc Prou  
Roger L. Rice  
Alan Rom  
Benjamin Silva, Jr.  
Nan Stein  
Sarun Tith  
Catherine E. Walsh  
Jack T. Whelan  
Debra Zacarian

We also express our appreciation to the Massachusetts Advisory Council on Bilingual Education and to the Board of the Massachusetts Association for Bilingual Education (MABE) for their careful review and endorsement of this document.

Gilman Hébert  
*Director*  
Bureau of Equity and Language Services  
Massachusetts Department of Education

*November, 1991*



**GUIDELINES AND PROGRAM MODELS  
IN THE EDUCATION OF  
LANGUAGE MINORITY STUDENTS  
IN MASSACHUSETTS**

**Contents**

**PART ONE: GUIDELINES**

1.	Introduction	2
2.	Principles for Design and Application for Alternate Models	4
3.	The Program Model Prototypes	6
4.	Elements of Bilingual Program Structure	10
5.	Elements of Bilingual Program Pedagogy	12
6.	Fundamental Competencies of Teachers	14

**PART TWO: PROGRAM MODELS**

7.	Transitional Bilingual Education: General Model	16
8.	Two-Way Bilingual Program	19
9.	Accelerated Basic Skills Program	24
10.	Advanced Basic Skills Program - High School	27
11.	Integrative Bilingual Education Program	30
12.	Maintenance Program	33
<b>APPENDIX: Research Resources in Bilingual Education</b>		<b>36</b>



## PART ONE: GUIDELINES

### Introduction

The need for extraordinary school programming to cope with the changing demographics in Massachusetts schools has long been recognized. Massachusetts General Law Chapter 71A, Transitional Bilingual Education, passed in 1971, was a response to this need. At that time, the General Court, in a declaration of policy, said that it found "there are large numbers of children in the commonwealth who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language."

In the twenty years that have gone by since the above statement was made, the situation has become more pronounced and the need more pressing. Massachusetts school systems have experienced significant growth in language minority student populations.

In addition to the increase in numbers, the range of student academic backgrounds and experience has become ever more varied. Local school districts find themselves constantly challenged to provide appropriate educational services. These varied services must address issues of equal access to the educational system, equity in educational opportunity, and learning English as a new language to insure full participation in the educational and non-educational communities.

Research has advanced understanding of language and language learning, of the language requirements for effective schooling, and of teaching and learning across cultural boundaries. Views have broadened as well on effective program designs for the education of language minority students and a number of different models have been implemented from which the field has benefited.

It has been nearly twenty years since the Department of Education has issued guidelines concerning bilingual programs. Time has demonstrated a need to enhance those previous guidelines. Research and experience have shown that some practices, such as ability grouping or tracking, are not beneficial to students and may not be considered pedagogically sound. (References to informative research material are included in the Appendix.)



This handbook on guidelines and program models represents an attempt to do several things:

- a. to update previous guidelines to correspond to current research and experience;
- b. to document program models which have been and are now being implemented in Massachusetts; and
- c. to provide a more concrete set of principles for school districts to use in adapting models to their own systems or in developing their own within the framework of the Transitional Bilingual Education law.

The Department of Education, in collaboration with experienced bilingual educators, has developed and described a range of models of programs for local implementation designed to meet the needs of students whose first language is other than English. These guidelines and models supersede previous guidelines on implementation of a full time program in transitional bilingual education.



## **Principles for Design and Application for Alternate Models**

### *Preface:*

Every child is unique. No model or prototype will automatically be a perfect fit when someone tries to apply it to a specific school population. The purpose in elaborating on guidelines for bilingual programs is not to be prescriptive about what will or won't work for any given school system. Their purpose, rather, is to provide a conceptual framework within which school systems can come to grips effectively with the challenges afforded them by the increasing influx of students whose first language is another than English.

The program models allow school districts to consider a range of options to best educate language minority students. It must be acknowledged, too, that the models in this handbook are not the only possible models available to schools systems. The program models described here are those which have been used most frequently to good effect over the past twenty years of development in bilingual education, both in Massachusetts and in other states.

Models will be chosen by school districts based on numbers of students in given language groups, the academic levels of those students, and the wishes of the parents for the education of their children. Legal requirements for bilingual education under Massachusetts General Laws, Chapter 71A, remain, and the concern should be both complying with the letter of the law and in developing sound education programs.

School districts may adapt any of the program models to their needs. Models may be combined. The end result, though, should always be educational equity for the students involved, regardless of what language they speak.

### *Designing Alternate Models:*

The occasion will arise when a school district may wish to implement a program which is not clearly classifiable under one of the model programs described in this handbook. The option for alternate program design will be available to these school districts.



It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.

In proposing a design for a program not described in this handbook, a school system must be guided by the following principles:

1. The mandates of Chapter 71A, Transitional Bilingual Education, and its pursuant regulations must be demonstrably adhered to. Program elements cannot be contradictory to the law.
2. Program design, including curriculum and proposed pedagogy and staffing, must be based on educationally sound principles, with emphasis on successful student outcomes.
3. Accountability for program performance must be clearly spelled out. The process of ongoing program evaluation must be a part of this accountability.
4. The participation of parents in the process of the education of their children, from beginning to end, must be strongly indicated.
5. Programs must show clear commitment to valuing diversity and to promoting language minority populations as resources which benefit the entire school system.
6. Program designs must be spelled out in detail and be submitted for approval by February of the school year prior to the proposed implementation. The Department of Education, through the Bureau of Equity and Language Services, will collaborate with school systems as necessary in the development of alternate models.

The process of proposing alternate program models to those described in this handbook is provided to allow for maximum flexibility for school systems in determining how best to implement the statutory requirements which mandate supplementary language instruction or bilingual education for children whose first language is other than English.



## The Program Model Prototypes

Although it is sometimes claimed that there is only one model for transitional bilingual education, this is not and never has been the case. Since the inception of mandated bilingual education programs in Massachusetts, a variety of approaches have been used in many different school districts.

These guidelines document models which have been more frequently and successfully used in school districts statewide.

There have been a number of specific guiding principles in the consideration and selection of these models. The following principles must be adhered to in developing a program:

1. The model must clearly fall within the framework of Chapter 71A, Transitional Bilingual Education.
2. The structure of the program is detailed.
3. The model addresses varying approaches in dealing with a wide range of students.

It should be noted that implementation of these guidelines in any given school district still requires the prior approval of the Department of Education through the Bureau of Equity and Language Services.

This handbook details six prototypes. These are:

- a. Transitional Bilingual Education: the general model
  - addresses elements which can be found in virtually all program models, such as use of native language, and gradual transition to English. This, in effect, is the overarching model, the umbrella model.
- b. Two-Way Bilingual Program
  - promotes bilingualism in both monolingual English speaking students and students whose first language is other than English.



- c. Accelerated Basic Skills Program
  - uses intensive multilingual curriculum and methodology to bring pre-literate or semi-literate students up to grade level for their age.
- d. Advanced Basic Skills Program - High School
  - gives an example of a program targeted to older students who lack academic background, who are three to five years behind their age peers.
- e. Integrative Bilingual Education Program
  - incorporates strong school-wide collaboration to insure valuing the resource represented by bilingual students and integration of monolingual and bilingual students beyond the requirements of the law.
- f. Maintenance Program
  - provides students whose first language is other than English with continued development and enrichment in their native language throughout their school experience.

Each program model prototype provides an outline for structure and implementation of programs for students whose first language is other than English. Each program model prototype minimally contains the following basic elements:

1. cost considerations: what does the school system require in terms of personnel, space, materials, consultant fees, etc.?
2. program description: what kind of student population will this program serve and what is the nature of the program?
3. program objectives: how are the students served and what are the specific educational goals and outcomes within the program?
4. program sequence: what are the steps in planning, setting up and implementing the program?



5. staff training or competencies: what competencies are required for teachers, paraprofessionals and administrators who will implement the program?
6. parental involvement: how will parents be involved and trained?
7. evaluation requirements: how will ongoing evaluation of the proper implementation of the program be insured, focusing on students' academic and linguistic development?

The Department of Education will assist school districts in identifying the most appropriate approaches in the education of language minority students to be implemented locally. The Department will monitor and assist school districts' use of these various alternative models for bilingual education to insure that students are receiving equitable education.

It must be recognized that the role of these guidelines is to assist school districts in the conception, organization and implementation of educational programs to serve students whose first language is other than English.

These models illustrate ways to provide educational and language services which will serve the equally important functions of insuring equal access to the educational system for students whose first language is other than English and of enabling these students to become proficient in the English language to the point that they are able to function effectively in an all-English classroom setting.

The above two important points are identified in Title VII of the Federal Education Act (Bilingual Education).

Chapter 71A of the General Laws of Massachusetts (Transitional Bilingual Education) recognizes these goals but goes beyond the federal government's requirements and specifies that transitional programs in bilingual education must have a native language literacy component, i.e. that the reading and writing of the native language must be taught. Additionally, the history and culture of the students' native country, territory or geographic area must also be taught.

In addition, there are a number of issues which must always be kept in mind whenever trying to apply any model to a given community of students.



*Education for language minority students must not be equated with only learning English.* While this is an important component, students are also expected to achieve a *high level of literacy* as well as a *high level of conceptual skills in all subject areas*.

These program model are not definitive or prescriptive in the sense that any one model can be used without variation. Models may be combined and adapted. The models represented in this handbook should also not be considered the only educationally sound models.

Children with prior academic background must be taught differently than children with no prior academic background. While this may seem obvious, the programmatic challenges presented by groups of students of mixed academic backgrounds are many and varied.

All models must include integration of children receiving supplementary language support. The models will not support the isolation of these children.

Programs for pre-school, kindergarten and elementary students must be more developmental, emphasizing cognitive development and acquisition of first language skills and transfer of these skills into English.

Programs for older students, such as those in high school, must be very goal oriented, application of educational practice to real-life goals and problems. Classroom materials and work must be realistic and relevant. Learning strategies must be taught as part of language and content acquisition.



## Elements of Bilingual Program Structure

Specific elements are generally shared by all bilingual programs mandated under Chapter 71A, Transitional Bilingual Education. These elements, listed below, are drawn from the law and should be reflected in every model of an educational program for students whose first language is other than English.

A program mandated under Chapter 71A shall:

1. be attended by children of limited English-speaking ability<sup>1</sup>
2. be a full time program of instruction which includes:
  - a. all those courses or subjects required by law<sup>2</sup> \*\*
  - b. all those courses or subjects required by the child's school committee<sup>3</sup> \*\*

\*\*These courses shall be given in the native language of children of limited English-speaking ability who are enrolled in the program, and also in English.<sup>4</sup>

3. address the following areas:
  - a. the reading and writing of the native language of children of limited English-speaking ability<sup>5</sup>
  - b. the oral comprehension, speaking, reading and writing of English
  - c. the history and culture of the country, territory or geographical

---

<sup>1</sup> except in a two way bilingual program which will, by nature, include non-native speakers of one or the other program languages. It must also be understood that limited English speaking ability is not a sole criterion for program eligibility. Literacy, or lack thereof, is also a determiner.

<sup>2</sup>U.S. history and civics, the constitution of the commonwealth of Massachusetts, local history and government, physical education (Massachusetts General Laws, Chapter 71, sections 2 and 3)

<sup>3</sup>see each individual Local Education Agency

<sup>4</sup>Instruction in courses of subjects which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporaries. (Massachusetts General Laws, Chapter 71A, Section 5)

Children may not be denied equal access to the curriculum of a school based on limited English proficiency and regulations to this effect are liberally construed. (Massachusetts General Laws, Chapter 622, Sections 1.1 and 3.4)

<sup>5</sup>except where children of limited English-speaking ability are already literate in their native language, unless the program is a bilingual maintenance program



area which is the native land of the parents<sup>6</sup>

- d. the history and culture of the United States
- 4. offer practical and meaningful opportunity to children of limited English speaking ability to participate in the extra-curricular activities of the school.
- 5. be located in the regular public schools.
- 6. place children in classes with other children of approximately the same age.

---

<sup>6</sup>This definition must include the concepts of materials and teaching strategies which are respectful and inclusive of the children's own experiences.



## Elements of Bilingual Program Pedagogical Structure

The Department of Education produced a publication called "Principles and Models for Language Development", presented to the Board of Education in October, 1988, printed by the New England Center for Equity Assistance.

This publication described a number of principles related to language learning, the education of language minority students, and education in general. These principles, based on practical experience and research, should form the philosophical underpinnings of approaches in teaching students whose first language is other than English.

The following is a capsule view of many of the important points raised in that publication and which should be considered important in designing and implementing sound educational programs.

A program mandated under Chapter 71A shall:

1. be student driven, recognizing the needs of individuals, groups, and communities in determining the options that should be made available in each community
2. support the following principles, that:
  - a. language develops through practical use
  - b. language practice must be functional and meaningful
  - c. classroom organization must allow for interaction
  - d. language learning is enhanced when the focus is on doing things with the language rather than on the language itself
  - e. language input must be comprehensible to children whose first language is other than English
  - f. language is learned best in an atmosphere of trust, acceptance, high expectations and support
  - g. language skills of listening, speaking, reading, and writing strengthen and reinforce each other



- h. both the culture of children's first language and that of the language being learned influence the progress of language development
- i. sociocultural factors can influence language acquisition
- j. proficiency in the native language facilitates development of a second language
- k. language proficiency includes sociolinguistic competence as well as linguistic or grammatical competence.<sup>7</sup>

---

<sup>7</sup>For further information and expansion on the points brought out in this section, please see *Principles and Models for Language Development*, published by the Massachusetts Department of Education.



## Competencies of Teachers of Students Whose First Language is Other Than English

The competencies required by any teacher, whether multilingual, bilingual or monolingual, go beyond simply the understanding of one's subject area or the ability to speak one language or another. An effect of the many years of research and experience has been to bring more clearly into focus that there are many factors which must be considered when teaching language minority students.

These competencies do not solely apply to bilingual teachers. As the number of children whose first language is other than English enter regular education classrooms, the need for monolingual teachers to be more aware of diversity and to adapt their teaching methods, materials, and styles becomes vital.

The competencies listed below<sup>8</sup> reflect not only those that will be expected of bilingual teachers but also those which will become more a part of monolingual teachers' training and certification process.

In addition to meeting the requirements for teacher certification for a specific subject area or level, a teacher competent in the education of language minority students:

1. demonstrates knowledge of cultures in contact that can lead to cultural isolation, racial hostility, and social isolation;
2. demonstrates knowledge of instructional and curricular techniques and programmatic strategies and models which promote the social and cultural value of students from diverse cultural, racial and linguistic backgrounds;
3. applies theories and knowledge of learning processes relating to first and second language acquisition;
4. demonstrates knowledge of the history and contributions of diverse ethnic and cultural groups in the United States;
5. understands his/her own ethnic, historical and cultural identity background;
6. demonstrates knowledge of curriculum, teaching strategies and organizational models for providing dual language instruction;

---

<sup>8</sup>Massachusetts Advisory Commission on Educational Personnel and Working Group on Culture and History Proficiency, approved June, 1991.



7. understands similarities and differences among varieties of the language in which the candidate has demonstrated proficiency and between that language and English;
8. demonstrates knowledge of intercultural relations and communication to create a positive classroom environment for non-native speakers of English;
9. demonstrates knowledge of the concept of cultural identity and its influence on affective development;
10. develops and modifies curriculum, and designs and implements alternative instructional strategies appropriate for multicultural education.
11. designs and uses evaluative procedures appropriate to dual language/multicultural education;
12. understands the ways in which information is communicated formally and informally in diverse communities;
13. understands human growth and development across cultures, appropriate to the level of the certificate;
14. uses strategies and methods appropriate for teaching and developing literacy in the language in which the candidate has demonstrated proficiency.



## PART TWO: PROGRAM MODELS

### Transitional Bilingual Education: General Program Model<sup>9</sup>

This model includes features which will also be found in the other models which follow. In a real sense, this model is the umbrella model, the one which carries the overarching legal and pedagogical principles by which programs in the education of language minority students are designed.

#### Cost Considerations:

Bilingual and English as a Second Language teachers, aides, guidance counselors, parent coordinator, materials, Parent Advisory Committee support (financial, logistical); teachers are fluent and literate in both languages

#### Program Motivation:

Within the school system, not including children enrolled in existing private schools, there are twenty or more children of limited English-speaking ability within any language classification.

#### Program Description:

1. The initial language of instruction is the students' native language, with gradual progression over a number of years to English as the primary language of instruction. Literacy is also first developed in the students' native language.
2. The curriculum in bilingual programs parallels the regular curriculum of the school district.
3. Students are integrated for classes which are linguistically less demanding, such as art, music, and physical education.
4. Students are partially mainstreamed for academic subjects according to their English proficiency.
5. Students enrolled in transitional programs are either monolingual in a language other than English or have limited proficiency in English or have limited academic English language proficiency.
6. Students are identified and placed in programs and classes based on their

---

<sup>9</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



proficiency in English and their current level of academic achievement.

**Program Objectives:**

1. Students will be better prepared linguistically, cognitively, and affectively for academic work in English within the mainstream educational program.

**Program Sequence:**

1. School district census determines how many students either entering or already in the school system have a home language other than English.
2. Students whose home language is other than English are tested to determine their level of proficiency in English (comprehension, speaking, reading and writing, as appropriate).
3. Students are assigned to classes based on their proficiency in English.
4. Students are exited/transitioned from bilingual programs when they meet or exceed district norms for English proficient students. The program needs to consider multiple criteria for transition, both objective and subjective, which will insure that the students will experience success in a monolingual English program.
5. Students who are transitioned from bilingual programs should have the linguistic and academic skills in English to enter standard heterogeneously grouped classrooms.
6. After transition, student progress must be monitored to insure successful participation in monolingual English classrooms.

**Staff Competencies:**

1. Staff in a transitional bilingual program should be certified according to the standards of the department.

**Parent Involvement:**

1. The school district establishes a Parent Advisory Committee, if none exists.
2. In the case of an existing Parent Advisory Committee, the school district insures that the Parent Advisory Committee has begun to meet and has a regular schedule of meetings.



3. The Parent Advisory Committee follows guidelines of the department in carrying out its functions.
4. The Parent Advisory Committee is comprised of parents of children of limited English-speaking ability enrolled in local bilingual education programs, and has at least five members, including one or more representatives from every language group in which bilingual education is conducted in the district.
5. Parents also have rights to place their children in or withdraw their children from bilingual programs.

**Evaluation Requirement:**

The Bureau of Equity and Language Services reviews and monitors transitional bilingual education programs for compliance with all pertinent laws and regulations. The bureau reviews and has approval over all plans for implementation of transitional bilingual education programs



## Two-Way Bilingual Program<sup>10</sup>

A two-way program serves the needs of language minority students while at the same time allowing for development of a second language in monolingual English speaking students. Such a program recognizes that language minority students represent a genuine resource to the educational system and allows monolingual English speaking students full opportunity to share in that resource. Both language groups develop in their native languages as well as in a second language.

### Cost Considerations:

Stipends for teachers, aides and other paraprofessionals; consultants; materials

### Program Description:

A Two-Way Bilingual Program is designed to allow the development of bilingualism in two groups of students, native English speakers and the speakers of the other language in the program. In this program, native language skills of both groups are maintained and improved while the second language is being learned. The student population of the program is balanced, including approximately equal numbers of limited English proficient and English proficient students. The program is staffed by teachers, aides, and other paraprofessionals who proportionally represent both language groups. The program can be instituted at any grades, from kindergarten through high school.

All subject areas and classes offered at grade level in regular programs are also offered in the two-way program. Teacher collaboration is planned into the curriculum. The language proficiency and academic progress of students in the program is assessed in both formal and informal ways. These assessments include student interviews, parent input, teacher observations as well as standardized tests or portfolio assessments. Parents participate in the program both in terms of their involvement with their own children and as resources for the program in areas of their own experience. Communications with parents take place in the language most convenient for the parents.

On-going, coordinated inservice training is provided to all program staff regarding both curriculum development and teaching strategies. School staff not directly involved in the program are also informed about the two-way program as part of active efforts on the part of the school administration to insure two-way students are not isolated within the school.

---

<sup>10</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



Since two-way, developmental bilingual programs are, by definition, additive, students will study both language and content area material in their first and second language. Early childhood education guidelines relevant to mainstreamed special education students will be observed. At each grade level appropriate activities to promote cultural understanding will be included.

A two-way bilingual program can be implemented at any level in the educational process from K-12. The early years of language development (K-3), though, bring with them additional needs in basic personal development on the cognitive as well as linguistic levels. Many issues, such as self concept development and initial socialization, are addressed in ways that are assumed to have taken place already for older learners. As such, a two way early childhood program has more of a developmental focus than is called for in later programs.

Curriculum will be planned spanning all grade levels, so that each year's content is known well in advance and not redesigned yearly. A strong curriculum policy will be in effect which will provide for:

- a. dual curriculum presentation (all subjects in both languages), or
- b. sequential, rotating curriculum which alternates languages of instruction for a specific content area on a yearly basis for development of global vocabulary in both languages.

Students in two-way programs will be exposed to curriculum specific vocabulary which they will need in order to be successful learners in two languages. Students will maintain their first language while they develop proficiency in their second language.

#### Program Objectives:

1. to meet the educational needs of limited English proficient students in the least isolated setting possible.
  - a. to increase opportunities for limited English proficient students to acquire English proficiency in a natural setting.
  - b. to develop academic competence across the curriculum for all participating students.
  - c. to increase opportunities for limited English proficient students to serve as linguistic role models thereby increasing their self esteem
2. to extend the benefits of bilingual education to English proficient students, including native English speakers, through the opportunity to learn or



strengthen a second language.

- a. to increase opportunities for fluent English proficient students to acquire a second language in a natural setting.
  - b. to develop academic competence across the curriculum for all participating students.
  - c. to have students gain a better appreciation of the difficulty of learning a second language.
3. to establish an instructional setting that recognizes and uses the cultural diversity of the school community.
- a. to create a student-centered learning environment that reflects the needs of all students.
  - b. to offer a culturally relevant climate that promotes mutual respect and understanding and reciprocity of knowledge.
  - c. to change the delivery of the instruction to provide for greater student participation through the use of diverse strategies such as cooperative learning, thematic instruction and interdisciplinary teaching/learning.
4. to promote student integration and the program's commitment to multicultural education.
- a. to integrate language minority limited English proficient students with native English speakers and fluent English proficient students in an academic setting.
  - b. to raise the prestige of the "minority" language through second language and content based instruction.
  - c. to add a cultural dimension to the study of all academic disciplines.

#### **Program Sequence:**

1. Planning based on curriculum choice, student selection, classroom assignments and organization.
2. Workshops for teachers and paraprofessionals on theory and methodology in first and second language acquisition, curriculum planning, assessment, and student placement.



3. Assessment of language proficiency and achievement in the content area in native and second language by both standardized and more holistic assessment methods.
4. Classes begin, orientation for all staff and parents on the goals and approaches of the two-way programs and the positive role of the program in the overall school organization.
5. Ongoing parent participation and cultural activities, including involvement of the Parent Advisory Committee as well as individual parents.
6. An evaluation component which has as its focus development activities to help parents become more involved in their children's education.
7. Planning for following year, enlisting continuing and new students for program and planning classes based on availability of student participation and parental support.
8. Multicultural festivals, field trips in the communities where the languages are spoken for better understanding of how people live and other activities to promote cross-cultural interaction.
9. Staff curriculum workshops on ongoing curriculum development and coordination between curriculum delivery between the two language classes.
10. Mid-year student assessments (because this is a developmental program, assessments include language, content and affective areas in the student's development).

#### Staff Training:

Staff training in the two-way program involves all personnel in the school. Program staff receive ongoing inservice training which emphasizes elements important to the successful implementation of the program: curriculum development, teaching strategies in a multi-language/multi-cultural classroom, teaching materials, the wide variety of means of assessment, formal and informal. Administrators and school personnel not directly involved in the program are oriented to the program and are made aware of the need for inclusiveness of the program in the school as a whole. Cross-cultural communication strategies for interacting with parents, teachers and children are a part of full staff training.

#### Parent Training:

Parents are involved from the very beginning in the two-way program. Two-way



programs require the voluntary participation of both limited English proficient and English proficient students. Parents of students in the program are trained through the school on the goals and approaches of the program. English as a Second Language classes and native language classes are provided for parents of both groups of students. Active efforts are made to include the parents as resources in the curriculum and to allow them to participate in the classroom.

#### **Evaluation Requirement:**

The program is evaluated on an ongoing basis through assessment of students' performance, parental feedback through parent/teacher conferences, and ongoing consultations among teachers in the program. Yearly formal evaluations are carried out by a team composed of parent, teacher and administration representatives. The Department of Education, through the Bureau of Equity and Language Services, reviews and monitors the program for compliance with all pertinent laws and regulations and implementation of the approved program model.



## Accelerated Basic Skills Program<sup>11</sup>

An accelerated basic skills program, like an advanced basic skills program, is targeted to students who are three to five years behind their age peers. The difference between the two types of programs is that the advanced program is aimed at older students, the accelerated program is aimed at younger students, basically from third through eighth grades. The program is intensive in all subject areas bringing the student up to grade level.

### Cost Considerations:

teachers, materials

### Program Description:

The Accelerated Basic Skills (ABS) model is designed to meet the need of students who are three to five years behind their age peers in academic achievement. Students will fall into the 3-8 grade range. The intent of the program is to provide, within the context of a regular school day, intensive training in identified subject areas, such as math and science, while providing for as much integration of students with their age peers as may be possible.

Students enter the program "ungraded" and remain so until they achieve an academic level generally on a par with their age peers. Students may exit the program at any time, based on their progress. Students may remain partially in the program based on more rapid progress in some areas than in others.

The program is intensive. As such, it requires teachers who are prepared to teach intensively through an accelerated learning resource classroom.

### Program Objectives:

The ABS program is designed to:

1. provide students with the opportunity to progress in academic subjects as quickly as possible to the level of their age peers.
2. give students the opportunity to attend classes with their age peers when those classes are not dependent on prior academic achievement (for example, but not limited to, art, music and physical education).

---

<sup>11</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



3. provide for content-based language development in the student's strongest language with the goal of providing content in English.

#### **Program Sequence:**

1. Resource room(s) to establish an accelerated learning environment are designated in school(s) and are equipped. Staffing is planned based on anticipated needs.
2. Eligible students are identified. Students are assessed to determine the level of academic need which will be addressed through the resource rooms.
3. Individual Accelerated Learning Plans are written for each student, addressing each area for academic and language development.
4. Students attend classes, part of the day in the intensive resource room, part of the day with the main group of their age peers.
5. On-going student evaluation for progress through both formal and informal assessments, student interview and parental feedback.
6. Mainstreaming based on successful student outcomes on both the academic and language levels as determined through ongoing evaluation or planning for following years based on projected student participation in the program.

#### **Staff Training:**

Specially qualified instructional staff, oriented to the goals and approaches of the program and prepared to teach subject matter intensively, participate in on-going in-service training.

#### **Parental Involvement:**

1. Parents are involved in the identification of students eligible for the program.
2. Parents are involved in the development of each student's Individual Accelerated Learning Plan.
3. Parents are trained and counselled to support their child in the program.
4. Parents are involved in student's exit from program and evaluation.



### **Evaluation Requirement:**

The evaluation component is decided among the school district, individual schools and the parents of students involved in the program. Participants are pre/post-tested. Exit from the program is determined by post-tests, teacher and parent interviews and child interviews. It is expected that some students will be mainstreamed during their first year of participation based on how far behind academically they are when compared to their age peers. Options in moving from an ungraded to a graded environment can include "folio" procedures in the assessment of student progress.

The Department of Education, through the Bureau of Equity and Language Services, reviews and monitors the program for compliance with all pertinent laws and regulations and implementation of the approved program model.



## **An Advanced Basic Skills Program - High School<sup>12</sup>**

An Advanced Basic Skills program will be targeted to older students, primarily high school age, who are three to five years behind their age peers. Such a program may have many kinds of components, but the general program is designed with the knowledge that the students will be out of the school system soon and must be prepared to function economically and socially in a very short space of time. The language of program instruction must be determined by the linguistic and academic needs of each student. Study of culture must be included.

### **Cost Considerations:**

teachers, materials (within school budget, not in addition)

### **Program Description:**

The Advanced Basic Skills (ABS) model is designed to meet the needs of students who are three to five years behind their age peers in academic achievement, and who may have had limited formal schooling. The model has the traditional school day redesigned to permit students to receive intensive academic instruction and vocational education on a reduced school day basis while receiving employment/job search training and participating in employment (work related activities).

Students in the program are considered "ungraded" to allow them to enter the program and exit, at some future date, fully prepared to function on an appropriate age/grade level.

The program is designed to assist students in developing an understanding of the relationship between continuing academic growth, employment and long-range quality life style; to assist students in insuring that they will graduate; and to assist students in understanding and appreciating the important role they play in their community.

### **Program Objectives:**

This ABS program is designed to:

1. provide students with the opportunity to amass all the academic credits necessary for graduation;

---

<sup>12</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



2. provide students with the opportunity to continue developing language and academic skills through intensive programmed course work that builds on their lived experiences and integrates their current needs and realities.
3. provide students with the opportunity to learn about and participate in:
  - resume writing
  - the job interview process
  - the job application process
  - writing job reports
  - obtain/retain a job with a minimum number of hrs/week
  - develop vocational skills
4. provide opportunities for students to participate in appropriate school activities which will allow them to feel a part of the school community.
5. provide an environment which will reduce fragmentation by calling upon school resources, such as Chapter I services, Vocational Education services, and Special Education services, to support the students' educational needs.

#### Program Sequence:

1. program arrangements made among an employment/training agency, vocational schools, and the school district
2. eligible students identified through established initial intake procedure
3. Individual Learning Plan written for each student which identifies academic and social goals for the student's program
4. first and second language teachers collaboratively plan a well-organized, thematic course of study
5. on-going student support from the school system, from the parents, and from the employment/training agency
6. program evaluation through ongoing assessment of student's performance both in the academic setting and in the work place
7. planning for following year based on projected enrollment in the program

#### Staff Training:

Specially qualified instructional staff, trained in meeting both the academic and social/economic goals of the program, participate in on-going in-service training.



Collaboration between bilingual and regular program teachers is integral to the program. This collaboration must be developed and together the staff organizes the thematic approaches to instruction.

#### **Parental Involvement:**

1. Project is planned and implemented with the involvement of the Parent Advisory Committee.
2. Parents are involved in the I.D., placement and transfer of students.
3. Parents are involved in the development of each individual's Individual Learning Plan.
4. Parents are educated about the purposes and means of this Advanced Basic Skills program.
5. Since some students may be over 18, all parent involvement as detailed above may not necessarily be applicable.

#### **Evaluation Requirement:**

The evaluation component is decided between the school system and the employment/training agency. Participants will be evaluation through both standardized and more holistic assessment methods. It is expected that there will be a decline in the school dropout rate, as well as academic gains made by participating students.

The Department of Education, through the Bureau of Equity and Language Services, reviews and monitors the program for compliance with all pertinent laws and regulations and implementation of the approved program model.



## Integrative Bilingual Education Program<sup>13</sup>

This type of program is useful for school districts which want to go beyond the mandated requirements for bilingual education in order to introduce more integrative practices and positive involvement of all school staff in the education of language minority students. This program provides for districts to introduce integrative practices in addition to the state mandates and regulations for programs. The program allows for more opportunities for positive integration in an environment which gives equal access to education for all students, where all can learn together, insuring that students learn at a high level of accomplishment.

### Cost Considerations:

Release time or stipends for teachers and aides; consultants; conference fees; teacher and aide salaries

### Program Description:

The integrative program addresses the isolation that language minority students and teachers who are in bilingual education programs frequently face. School is restructured, allowing for increased interaction and integration among limited English proficient and English proficient students. Monolingual teachers are trained in specific issues which impact their interactions with language minority students. These issues include aspects of first and second language acquisition, cross-cultural communication, and teaching strategies for the multicultural classroom. Limited English proficient students are integrated into the regular curriculum classes based on individual academic and language development when they will permit successful student outcomes. The integrative model is designed so that:

1. bilingual and regular education personnel staffing and curriculum sequence must be parallel, allowing limited English proficient students to transfer into all English classes when successful student outcomes can be expected;
2. scheduling and location of bilingual classes and regular classes are compatible allowing opportunities for integrative activities;
3. teachers in both the bilingual and regular programs collaborate on curriculum planning and work together to support each other in providing services to language minority students;
4. bilingual students, teachers and parents are not isolated within the school but are perceived not only as a part but as a valued resource to the school

---

<sup>13</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



community;

5. the monolingual English teacher uses appropriate instructional strategies for the multicultural classroom which build on the strengths of language minority students and uphold high expectation levels for their academic achievement;
6. the monolingual English teacher incorporates students' culture, accepts the use of their native language in the classroom, and seeks help from bilingual teachers and/or fully bilingual students when there is a break in communication;
7. bilingual teachers teach bilingually, and not in English only, during integrated activities which include English speakers.

#### **Program Objectives:**

1. to provide bilingual students with the opportunity to develop full academic proficiency in their first and second languages in a supportive environment.
2. to restructure the school to allow increased interaction and integration among limited English proficient and English proficient students.
3. to insure active collaboration between bilingual and monolingual English teachers in both curriculum and teaching.
4. to use and respect language minority students for the language and cultural resources and diversity that they bring to the school.
5. to train the monolingual English teacher to be aware of the educational issues and needs which affect language minority students and to use appropriate instructional strategies for the multicultural classroom.
6. to teach other students in the school to respect the language and culture of minority students.

#### **Program Sequence:**

1. The following steps should take place at the district and building levels in the process of implementing this program:
  - a. study and observe similar programs currently being implemented in Massachusetts or in other states;
  - b. involve school staff at every level in the planning and preparation for implementation of the program;



- c. plan and organize how the school will carry out teacher training, parent involvement and training, curriculum design, teaching approaches, and other elements of the program implementation.
- d. train teachers and administrators in the issues which will be faced in the implementation of the program, including curriculum and teaching strategies, and classroom and school management with a multilingual/multicultural student body.
- e. inform all school staff and parents about the program, how it will be implemented and the supportive roles they will be asked to play.
- f. develop a master schedule for the school, providing for parallel scheduling of bilingual and all English content classes to allow for increased interaction and integration of limited English proficient and English proficient students.
- g. Classes are held and plans carried out as proposed.

### **Staff Training:**

The goals of the ongoing training for both bilingual and monolingual English teachers center around insuring that all teachers understand and vary their teaching strategies in ways which appropriately address the educational needs of limited English proficient students. These issues include aspects of first and second language acquisition, cross-cultural communication, and teaching strategies for the multicultural classroom. Monolingual English teacher learn to build on the strengths of language minority students and uphold high expectation levels for their academic achievement. Administrators must be aware of cross cultural issues which affect students and their parents in the educational process.

### **Parent Training:**

In addition to following the statutory and regulatory requirements for parental involvement, the school district and school makes active efforts to include parents of limited English proficient students in both the education of their own children and in the development and implementation of educational programs in the school.

### **Evaluation Requirements:**

Program evaluation occurs both on an ongoing basis, via assessments of student performance and conferences among teachers and administrators, and on an annual and semi-annual basis through the mandated mechanisms for program evaluation by teams of designated evaluators representing teachers, administrators and parents.

The Department of Education, through the Bureau of Equity and Language Services, reviews and monitors the program for compliance with all pertinent laws and regulations and implementation of the approved program model.



## Maintenance Bilingual Program<sup>14</sup>

Maintenance Bilingual Programs provide a school environment where children whose first language is other than English may continue to learn in their native language even after they have achieved sufficient English proficiency to function effectively in all-English classrooms. Such programs may also be included as part of two-way bilingual programs for older children and may be used to benefit monolingual English-speaking students in the development of second language skills.

### Cost Considerations:

teachers, curricular materials available in the appropriate language(s)

### Program Description:

Classes in Maintenance Programs are organized so that participating children receive part of their content area education in both languages, their native language and English. This program, as in other bilingual programs, provides for integration of language minority students with monolingual English-speaking students. Classes are expected to have a multicultural perspective and to use effectively curricular materials in the non-English language.

### Program Objectives:

1. To provide students whose first language is other than English with the opportunity to maintain their first language and progress in that language in a relevant and realistic school setting.
2. To provide students whose first language is other than English with the continuing opportunity to improve and progress both academically and in the reading, writing, speaking and understanding of English.
3. To promote positive self-concept and value the linguistic resources which these students bring to the schools, while maintaining academic standards.

### Program Sequence:

1. Curriculum for students whose first language is other than English should be

---

<sup>14</sup>It must be noted that any program to educate language minority students must be approved by the Department of Education through its Bureau of Equity and Language Services prior to program implementation. School districts may not implement a program and then apply for approval of that program.



parallel to the regular curriculum. Curriculum planning and anticipated class scheduling should be undertaken before June, to allow for staff development over the summer.

2. Eligible students are identified by the beginning of the school year. Parental support for bilingual maintenance is a key element in implementation of such a program.
3. Classes are conducted which focus on comprehensible language input in the context of a multicultural curriculum.
4. Program evaluation occurs near the end of the school year and includes both formal and informal assessment, student interview and parental feedback.
5. Strong family involvement and support is a key to the initiation and success of this program. Parents are involved in an ongoing manner through school/home communication, parent/teacher conferences, parent participation in program planning and curriculum choice, and parent participation in annual program evaluations.
6. Plans are made for continuation of the program during subsequent year based on student availability for participation in the program and parental support.

#### Staff Training:

Teachers staffing the program will be bilingual. In-service training opportunities for staff should address the unique character of maintenance programs that require the refinement of complex language skills, critical thinking and literacy enhancement. Staff in the program, in collaboration with administration, can make efforts to educate all personnel to the benefit of such programs and the resource they represent.

#### Parental Involvement:

1. The program is planned and implemented with the involvement of the Parent Advisory Committee.
2. Parental support for maintenance bilingual programs is a key element in their success. There must be sufficient numbers of parents in support in order for the program to be initiated and maintained.
3. Bilingual parents of children in the program should participate actively in general parental activities connected to the schools, giving monolingual parents the opportunity to learn the value of multilingualism/multiculturalism.



4. Parents should participate in conducting ethnographic studies and activities to enhance the multilingual/multicultural curriculum.

#### **Evaluation Requirement:**

Ongoing evaluation should take place to ensure that the curriculum is multicultural in perspective and not merely language tokenism. Content areas taught in the native language must be evaluated by similar means as if they were taught in English. The program must bear responsibility for educational outcomes in participating students, including academic achievement and integration as well as development of language skills in both languages.

The Department of Education, through the Bureau of Equity and Language Services, reviews and monitors the program for compliance with all pertinent laws and regulations and implementation of the approved program model.



## RESEARCH RESOURCES IN BILINGUAL EDUCATION

- Ada, A.F. 1988b, The Pajaro Valley experience: Working with Spanish-speaking parents to develop children's reading and writing skills in the home through the use of children's literature. In T. Skutnabb-Kangas and J. Cummins (Ed.), *Minority education: From shame to struggle*. Clevedon, England: Multilingual Matters.
- California State Department of Education, 1990, *Bilingual education handbook*. Sacramento
- California State Department of Education, 1985, *Case studies in bilingual education: First year report*. Federal Grant #G008303723.
- Collier, V.P. 1987, Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21, 617-641.
- Collier, V.P. and Thomas, W.P. 1988, Acquisition of cognitive-academic second language proficiency: A six year study. Paper presented at the American Educational Research Association, New Orleans, April.
- Crawford, J. 1989, *Bilingual Education: History, Politics, Theory and Practice*. Trenton, NJ: Crane.
- Cummins, J. 1989, *Empowering Minority Students*, California Association for Bilingual Education.
- DeAvila, E., Cohen, E.G., and Intili, J.A., Multicultural improvement of cognitive abilities. Final report to California State Department of Education, 1981.
- Freire, P., 1973, *Education for critical consciousness*. New York: Seabury.
- Hakuta, K. 1986, *The Mirror of Language: The Debate on Bilingualism*. New York: Basic Books
- Heath, S.B. 1983, *Ways with Words*. Cambridge: Cambridge University Press.
- Krashen, S. and Biber, D. 1988. *On Course: Bilingual Education's success in California*. Sacramento: California Association for Bilingual Education.
- Ogbu, J.U. 1978, *Minority education and caste*. New York: Academic Press.



- Ovando, C.J. and Collier, V.P. 1985, *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York: McGraw-Hill Book Company.
- Padilla, A.M., Fairchild, H.H., Valdez, C.M. (eds.), 1990. *Bilingual education issues and strategies*. Newbury Park, CA: Sage.
- Ramirez, C.M. 1985, *Bilingual education and language interdependence: Cummins and beyond*. Doctoral dissertation, Yeshiva University.
- Swain, M. and Wong Fillmore, L.W. 1984, Child second language development: Views from the field on theory and research. Paper presented at the 18th Annual TESOL Conference, Houston, Texas, March.
- Trueba, H. 1989, *Raising Silent Voices: Educating linguistic minorities for the 21st century*. NY: Newbury House.
- Walsh, C.E. (ed.), 1991, *Literacy as Praxis: Culture, Language and Pedagogy*. Norwood, NJ: ALEX.





